

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion of the phenomena of dyslexia in *Backwards: The Riddle of Dyslexia* in the previous chapter, the researcher draws the conclusions as presented in the following.

1. Of 14 data analyzed, linguistic errors occur 37 times in *Backwards: The Riddle of Dyslexia*. However, of eight types of linguistic errors based on Goodman's miscue analysis in Reid (2005), only six types are found in this movie. They are substitution, hesitation, omission, non-response, addition, and self-corrections. Substitution is in the highest rank with 20 occurrences (54.05%). After that, the second rank goes to hesitation which occurs 10 times (27.02%). Then, omission places in the third rank which occurs 3 times (8.11%). Following omission, non-response places in the fourth rank with 2 occurrences (5.41%). Finally, each of addition and self-corrections only occur once (2.70%) in this movie.

Meanwhile, the absent miscues are repetition and reversal. Repetition is an error rarely made by a dyslexic, for he/she will tend to hesitate reading a word rather than repeat it. In addition, reversal is not found in this movie because it is a minor error made by a dyslexic. Therefore, the film director does not portray such a phenomenon.

Substitution is in the highest rank since it is the most common errors made by a dyslexic. It happens since he/she has problems in recognizing letters. After that, hesitation places the second rank since a dyslexic is doubtful to read and he/she avoids mistakes during reading. On the other hand, non-response, addition, and self-corrections have small occurrences since they are rarely found in dyslexic phenomena. Non-response often occurs because dyslexics always try to read even though their reading is wrong. Meanwhile, addition is the rare case that happens to a dyslexic. Self-corrections are also rarely made by a dyslexic because it is hard for him/her to recognize and correct an error made.

2. The environmental factors occur 35 times in 14 data analyzed. Moreover, each type of environmental factors appears in *Backwards: The Riddle of Dyslexia*. It is important because each type of environmental factors supports successful teaching approaches. The highest rank goes to social interaction and communication as well as physical environment which occur 12 times (34.28%). Then, cognitive modality preference places in the second rank which occurs 5 times (14.28%). After that, emotional motivation is found 4 times (11.42 %) in this movie. Finally, the least appearing phenomenon is children's behavior which only occurs twice (5.71%).

Social interaction and communication become the first in rank because Brian works well with another than alone. When he works with another, he/she will help him correct any error made. The same also happens to physical environment since Brian also needs an appropriate place and

situation to work well. On the other hand, the other types have only less than ten occurrences. However, those occurrences have represented the importance of environmental factors to support the success of teaching approaches.

3. The occurrences of teaching approaches are the least among the two previous findings. It happens since teaching approaches occur at the end of the movie after Brian is diagnosed as suffering from dyslexia. However, those occurrences have represented the successful treatments for a dyslexic. In fact, at the end of the movie, Brian recovers from dyslexia. There are 5 approaches that are undergone by the main character in *Backwards: The Riddle of Dyslexia*. They are language experience, teacher modeling, self questioning, phonological approach, and engaging parents. Each of language experience, teacher modeling, and self-questioning occurs 3 times (25%). Meanwhile, phonological approach appears twice (16.66%) in this movie. Finally, engaging parents only occurs once (8.33%).

On the other hand, the absent types of teaching approaches in *Backwards: The Riddle of Dyslexia* are critical literacy and creative writing. Both types do not appear in this movie since they are used as further treatments for a dyslexic. Moreover, the movie is concerned more with the treatment to recover Brian from dyslexia and help him read.

Language experience by the use of story books helps Brian enrich his vocabulary so that he can recognize the reading of different words. Then, teacher modeling helps him know how to read correctly because he needs

examples modeled. Meanwhile, self-questioning makes Brian aware of any errors made. Thus, he can correct the errors by himself. Phonological approach is also beneficial to make Brian recognize phonemes. Finally, those approaches are successful when parents also actively help Brian. It happens since parents are the closest and best educators for a child.

B. Suggestions

Considering the conclusions drawn above, the researcher proposes some suggestions as follows:

1. To future researchers

Many movies portray the phenomena of dyslexia. However, they do not provide enough data to be the data sources. Fortunately, *Backwards: The Riddle of Dyslexia* provides enough and credible data which can represent the phenomena of dyslexia. Therefore, future researchers who are interested in conducting research on dyslexia would better find another type of data source which can present the phenomena of dyslexia. A source of data like a novel may be considered. Moreover, there are still many phenomena of dyslexia that can be analyzed.

2. To English Education Department of Yogyakarta State University

In psycholinguistics, there are many topics which are interesting to be analyzed. However, students only learn this subject in one semester. As the result, many topics are not learnt and discussed in detail. In relation to this, the

researcher suggests that the students learn psycholinguistics more than one semester. Therefore, students can learn and discuss psycholinguistics in detail.

3. To English students

Psycholinguistics provides a lot of topics that can be analyzed. However, there have not been many students who conduct research in it. Therefore, the researcher suggests that more students conduct research in psycholinguistics, especially on dyslexia.

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